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# COOPERATIVE LEARNING WITH IMPROVE TYPE TO IMPROVE ACTIVITIES AND ACHIEVEMENTS IN LEARNING ISLAMIC EDUCATION (PAI)

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**Abstract**

This study aims to illustrate or describe the actual conditions of an event, namely the process of learning steps implementation applied in the classroom and students' achievement as a result of applying the learning model namely improve type cooperative learning models in Islamic Education (PAI) subjects. This type of research is Classroom Action Research (CAR) which is a systematic study of learning practices in class that aims to fix or improve the quality and learning achievement by taking certain actions. From the results of the analysis and discussion, it can be concluded that: The Cooperative Learning Model of the Improve type is suitable to be applied to PAI subjects in class I of Vocational High School (SMK) Muhammadiyah 2 Jemundo Sidoarjo as the subject of Marriage (Munakahat). The application of learning using the Improve type cooperative learning model can be carried out well, as evidenced by an increase in each cycle. The application of the Cooperative learning model of the Improve type can improve the learning activities of the first grade students of SMK Muhammadiyah 2 Jemundo Sidoarjo. This improvement indicator is shown by the percentage of all indicators contained in the observation guide sheet of students' learning activities observed from cycle I and cycle II. The application of the Improve type cooperative learning model can improve the learning achievement of first grade students of SMK Muhammadiyah 2 Jemundo Sidoarjo.

**Keywords:** *Cooperative Learning of Improve Type, Learning Achievement*

## A. INTRODUCTION

In a country's activities, education plays a very important role because it is a vehicle to improve and develop the quality of human resources. Teacher independence as a major component of education is needed in dealing with and solving various problems that often arise in learning.

The current curriculum is the School-Based Curriculum (2006 curriculum). The implementation of the 2006 curriculum in principle emphasizes providing direct experience to develop competencies so that students are able to explore and understand the natural surroundings naturally. One of learning that is in accordance with the principles of implementing the 2006 curriculum is cooperative learning with the Improve type.[1]

[1] Depdiknas, *Kurikulum 2006 Standar Kompetensi Mata Pelajaran PAI Sekolah Menengah Pertama dan Madrasah Tsanawiyah,* (Jakarta: Pusat Kurikulum Balitbang, 2006). 7

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Anita said that cooperative learning is learning that has recently been used, researched and widely recognized among educators (abroad).[2] According to Anam cooperative learning is teaching and learning activities and working together to arrive at optimal learning experiences both individual and group learning experiences.[3]

Cooperative learning is applied by researchers in the study of Islamic religion at the level of Vocational High School (*SMK)* Muhammadiyah 2 Jemundo Sidoarjo class I *PAI* on the subject matter of marriage (*Munakahat*). Before understanding the concepts given by the teacher, students are expected to have the initial ability, namely the purpose of marriage (*Munakahat*) itself, from the initial ability, the students get the chance to understand the concept, practice answering the questions given by the teacher and make sure what is understood is correct.

In line with that *SMK* Muhammadiyah 2 Jemundo Sidoarjo also began to change for higher quality learning achievement. Starting from the preparation of the curriculum by the curriculum development team, improvement of the learning process, and learning support facilities. This is because the learning models that are carried out are limited to the discussion of conventional models which are prone to decreased students' interest when the activity takes place.

Based on the description above, researchers are encouraged to examine "Cooperative Learning with Improve type to Improve Learning Activities and Learning Achievement of *PAI* Material in Class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo in the Even Semester of Academic Year 2018/2019"

## B. RESEARCH METHODS

### 1. Approach and Type of Research

This research is a descriptive qualitative research through the use of qualitative descriptive methods. This type of research is Classroom Action Research (CAR). It is a systematic study of classroom learning practices that aim to improve the quality and achievement of learning by taking certain actions. In this study students are subjected to action, namely in the form of cooperative learning using the Improve type.

### 2. Research Design

This Classroom Action Research is designed to carry out the application of Cooperative learning models with the Improve type in *PAI* subjects class IX semester II. As for the material taken, which is about the topic of marriage (*Munakahat*), this topic is taken because it is to instill an understanding to students about the laws of marriage, so that, later on, students will have a basic knowledge of Islamic law (*munakahat*) as a provision when students are adults and will be married.

Started from that, we invite students to describe the understanding and law of marriage, describing the terms and conditions of marriage, and understand the function of marriage in human life as servants of Allah and the people of the Prophet Muhammad.

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[2] Lie, Anita, *Metode Pembelajaran Gotong Royong,* (Surabaya: UNESA Press, 1999). 3

[3] Anam. K, *Implementasi Kooperatif Learning Dalam Pelajaran Geografi, Adaptasi Model Jigsaw dan Field Study*. Buletin Pelangi Pendidikan. Volume 3 No.2:1-4, 2000. 2

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This research activity was carried out through 2 stages of activities namely pre-action activities and action activities. The models in this study are explained as follows:

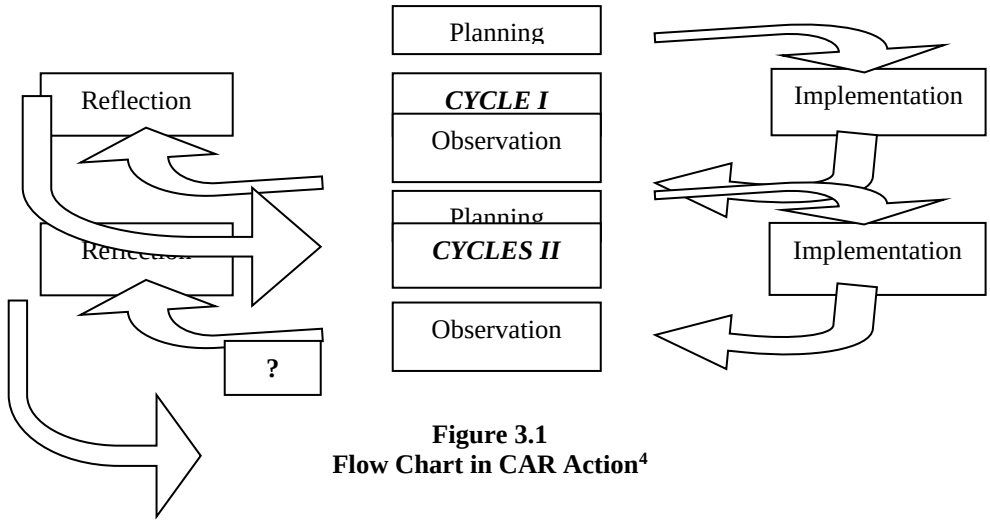


**Figure 3.1**
**Flow Chart in CAR Action[4]**

**A Researcher's Presence**

This research is a type of classroom action research with qualitative descriptive methods so the presence of researchers in the field is absolutely necessary.

**B Research Location and Time**

The location of this research is located at SMK 2 Jemundo Sidoarjo. This research was conducted from January to April 2019.

**3. Reseach Subject**

The subjects in this study were grade 1 students of *SMK* Muhammadiyah 2 Jemundo Sidoarjo, which amount to 34 students, with 19 female students and 15 male students.

**4. Data and Source of Data**

Data to be taken in this study, include: (1) The process of implementing Cooperative Learning Model with Improve type, (2) Increased learning activities from the observation guide sheet that has been made, (3) Students' learning achievement obtained from the guide sheet observation of psychomotor aspects of learning achievement, affective aspects of learning achievement test questionnaire and test scores at the end of each cycle.

**5. Reseach Instruments**

Research instruments are everything that is used to collect data. In this study, the instruments used are as follows.

1. Observation
2. Test
3. Questionnaire
4. Interview
5. Documentation

[4] Arikunto. Suharsimi, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta:PT Rineka Cipta, 2007).16

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**6. Data Analysis Techniques**

In this study the data were processed in a descriptive qualitative manner, so the data analysis technique used was a qualitative data analysis technique developed by Miles and Huberman in Sutawidjaja, namely how to reduce data, present data, draw conclusions and verify data.

## C. RESEARCH RESULTS AND DISCUSSION

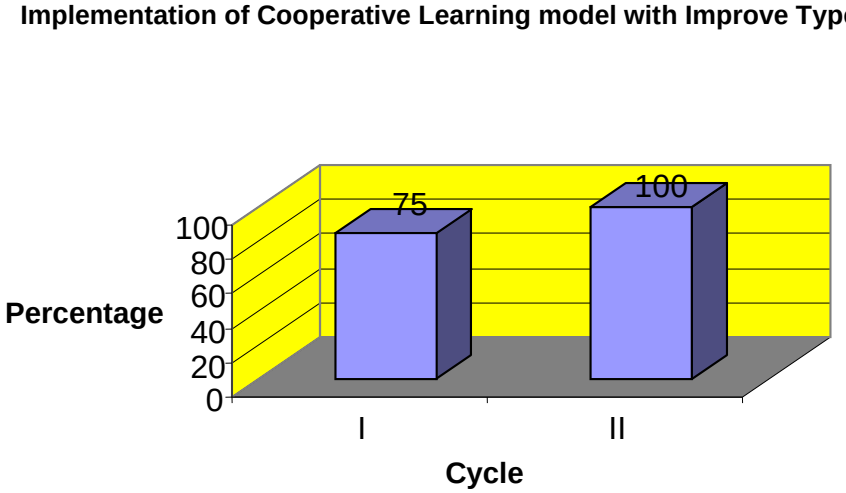
### 1 Implementation of Cooperative Learning with Improve Type

In this study, researchers used the Cooperative Learning Model with Improve type. The cooperative learning model with improve type generally consists of six stages, namely introducing a new concept, introducing a metacognitive questioning, practicing by working on a metacognition question, reviewing stage, the reduction and difficulty of the acquisition (Review and reducing difficulties, obtaining mastery) Verification stage and finally the enrichment stage which includes enrichment and improvement.

During the learning process, the teacher is assisted by three observers consisting of 2 collaborator teachers and the homeroom teacher to observe the learning process and observe student learning activities, learning achievement and student response. Student learning achievement consists of assessing cognitive aspects, evaluating affective aspects, and evaluating psychomotor aspects.

During the observation of cycle I, it was found that all aspects listed in the observation sheet of the learning stages were observed during the learning process. Some aspects of the learning phase are not optimally carried out by the teacher, such as at the stage of introducing new concepts by the teacher in explaining the learning objectives is not optimal.

In cycle II, it was found that the aspects listed in the observation sheet of cooperative learning with improve type and cooperative learning with improve type were carried out by the teacher, because in cycle II it was a refinement of cycle I by paying attention to the results of reflection in cycle I. The percentage of learning implementation in cycle I and cycle II can be seen in Graph 5.1




**Graph 5.1 Implementation of PAI Learning with Cooperative Learning Models with Improve Type in Cycle I and II of Class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo**

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Based on graph 5.1 it can be seen that the implementation of cooperative learning with Improve type on the subject of Marriage (*Munakahat*) in *PAI* learning has increased from cycle I by 75% to 100% in cycle II, so that in general the implementation of learning increases by 25% from cycle I to cycle II.

In the first cycle, many students still have difficulty in answering and analyzing the problems given, it can be seen from many students who ask the teacher about the answers as to what they should do. The process of the cooperative learning model with Improve type in cycle II has increased, students have begun to divide tasks with classmates so that each student has their own responsibilities.

At the discussion time, students also seemed to be actively conducting discussions to discuss a material that had become their responsibility, the solution to the problem given was also related to the material being studied namely the Terms of Marriage and Pillars. This is because at the time of the second cycle the teacher gives an explanation of the core material of the Marriage Terms and Conventions and explains the learning procedures at the first time, students begin to get used to the cooperative learning model with Improve type.

The purpose of applying the cooperative learning model with Improve type is to assist students in increasing student learning activities. Through the problem solving activities contained in the metacognition questions, then in the end students are accustomed to solve problems encountered in life everyday so that they have responsibility for themselves while training themselves to be able to be responsible to the community.

**2 Students' Learning Activities**

Islamic Religious Education is expected to produce people who always strive to perfect faith, piety, and morals, and actively develop civilization and harmony of life, especially in advancing the dignified civilization of a nation.

In this study, students' learning activities were trained on *PAI* material class I with the subject of Marriage (*Munakahat*). This subject is grouped into two sub-topics, namely Definition and Marriage Law with Marriage Terms and Conventions.

Overall, the results of mastering student learning activities in cycle I and in cycle II will be discussed as follows:

a. Student activities in gathering information are very important activities. This is because they are required to seek as much information about matters relating to Marriage (*Munakahat*). Information gathering activities carried out by students as a whole have increased the percentage results by 39.71%, from 57.35% in the first cycle to 97.06% in the second cycle. This is because in cycle II the teacher explains in more detail and comprehensively the procedures for implementing the cooperative learning method with Improve type and the tasks that must be performed by each group.
b. Students' activities in making observations is a very important activity, because in this case they will use more of their mind and physical in making observations in a learning. In the first cycle the percentage of results obtained 57.35%, while the second cycle results obtained a percentage of 98.53%. Thus the results of the percentage of students' abilities in observing overall rose by 41.18%. This is because in cycle II there are more active students in the

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learning process compared to cycle I, besides that students also move according to the instructions given by the teacher (researcher).

c. Students' activities in formulating hypotheses are students' activities to determine the provisional allegations of answers to metacognition questions in worksheets, which are shared and done during the practice activities (Exercise). In the first cycle the percentage results obtained from the overall students amounted to 61.01%, while the second cycle results obtained a percentage of 86.03%. Thus the overall ability of students in developing hypotheses increased by 25.02%.
d. The students' activities in conducting good discussions during the exercise activities to do worksheets and solving case study articles in the second cycle given by the teacher, experienced an increase in the percentage of 32.36% from 60.29% in the first cycle to 92, 65% in the second cycle. This is because in the first cycle students are still lacking enthusiasm and yet accustomed to conducting discussions, because it still adheres to the lecture learning model by the teacher.
e. Students' activity in analyzing problems also increased the percentage results by 44.12%, namely in the first cycle of 33.82% and in the second cycle of 77.94%. In cycle II students have begun to realize their responsibilities in groups so that they are more serious in analyzing a problem about a case study given by the teacher.
f. Students' activities in improving thinking skills also increase. In the first cycle it was found that the achievement of student activities in thinking skills amounted to 47.79% and in the second cycle 77.71%. In this aspect the percentage yields increased by 29.42%. This increase is due to the second cycle, students have begun to be trained with activities on how to complete the metacognition question given, by looking at the shortcomings in cycle I.
g. Students' activity on asking questions when the discussion took place and when learning took place, in general was good enough that is equal to 39.71% in cycle I. Students' asking activities between cycle I and cycle II experienced an increase in the percentage of 33.08% i.e. at the first cycle of 39.71% increased to 72.79% in the second cycle.
h. For answering questions activities, students experienced an increase in the percentage of 41.91%. In the first cycle students' questioning skills were 39.71% and in the second cycle 81.62%. This increase is due in the first cycle, students still do not dare to express their opinions and lack of confidence in their opinions due to students do not have a definite source and students are still talking or playing alone with their peers.
i. Students' activities in making conclusions on the problems given by the teacher, as well as in making conclusions about the results of the discussion of the material in the learning process carried out also increased in cycle I and cycle II. In the first cycle the ability to make conclusions was 29.41% while in the second cycle it was 67.65%, so that the percentage results increased by 38.24%.
j. Students' activities in presenting the results of discussions in front of the class can be seen from the process of students in transforming a concept to the audience in front of the class. Their ability to present the results of the discussion also increased, seen from the results of the percentage in the first cycle of 40.44% increase in the second cycle of 73.53%. Increased presentation

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results by 33.09%. Based on the calculation data of students' learning activities for the first cycle, overall obtained an average of 46.69% and in the second cycle of 71.382.53%, so there was an increase of an average percentage yield of 38.81%. In addition, when viewed from the aspect of the implementation of students' learning activities, the data obtained that in the first cycle students who do learning activities very well amounted to 1 student or 2.94%, students who do good students' learning activities amount 2 students or 5.88%, there are 8 students who carry out students' learning activities or 23.53%, and less than 23 students or 67.65% did the learning activities.

In the second cycle the number of students with excellent learning activity criteria was 5 students or 14.71% and students with good learning activity criteria were 8 students or 23.53%, while students who got the learning activity criteria were quite good as many as 21 students or 61 students, 76%. This improvement is because in cycle II they are more serious and responsible for their work and are active in the learning process. Students also understand the learning model.

Overall, students' learning activities of class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo have increased in each cycle, it can be seen that all aspects of the criteria of students' learning activities have increased sufficiently. Therefore, the implementation of learning activities for class I students of *SMK* Muhammadiyah 2 Jemundo Sidoarjo can be improved through the application of the cooperative learning model with improve type. The level of mastery and improvement of students' learning activities in class I of *SMK* Muhammadiyah 2 Jemundo Sidoarjo in cycle I and II in general can be seen in Table 5.1 and in full can be seen in the appendix.

**Table 5.1**
**Students' Activity Assessment Data**

| **Indicator** | **Percentage of each sycle** | | **Percentage increased in each indicator** |
|---|---|---|---|
| | **I** | **II** | |
| Gather Information | 57,35 | 97,06 | 39,71 |
| Make Observations | 57,35 | 98,53 | 41,18 |
| Formulate a Hypothesis | 61,03 | 86,03 | 25,02 |
| Hold discussions | 60,29 | 92,65 | 32,36 |
| Analyze the problem | 33,82 | 77,94 | 44,12 |
| Students' level of thinking skill | 47,79 | 77,21 | 29,42 |
| Students' skill on asking | 39,71 | 72,79 | 33,08 |
| Students' skill on answering | 39,71 | 81,62 | 41,91 |
| Make conclusions | 29,41 | 67,65 | 38,24 |
| Present the result of the discussion | 40,44 | 73,53 | 33,09 |
| **Average score** | **46,69** | **82,5** | **38,81** |

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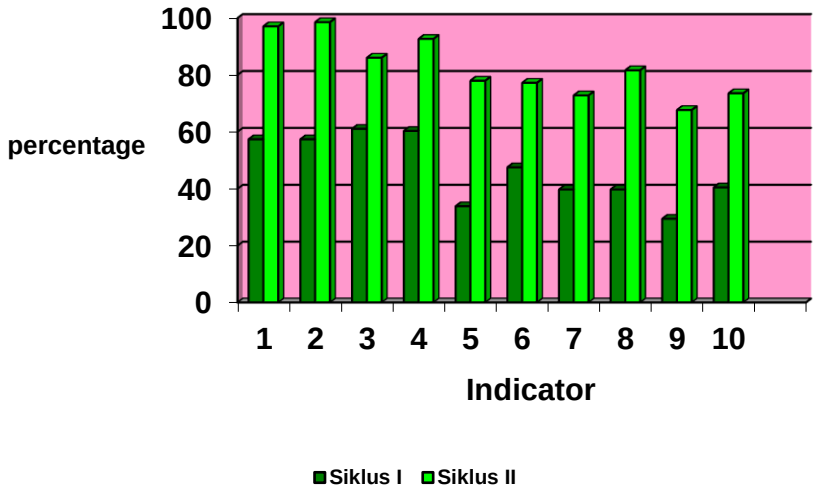


**Graph 5.2**

**Learning Activities Enhancement in Cycle I and II of Students in Class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo.**

### 3 Students' Learning Achievement

In this study, the observed learning achievement consisted of three aspects namely cognitive, affective and psychomotor. In the first cycle, the average calculation result for the cognitive aspects of learning achievement was 71.47 with the highest score of 90 and the lowest of 60. Besides, in the first cycle there were 14 students who had not yet completed their studies and 20 students who had finished.

Thus, the level of learning mastery in the first cycle was 58.82%, while in the second cycle the average was 83.97 with the highest value obtained at 95 and the lowest 75. In the second cycle the number of students who completed had increased compared to the first cycle, the number of students who completed in the second cycle as many as 34 students. This shows that overall students complete the cognitive aspects of learning achievement test, but there are still students who get learning achievement scores in accordance with minimum standards. So it appears that the level of completeness in the second cycle is 100%.

This means that the cognitive abilities of students in each cycle either as a whole or as individuals in class I *SMK* Muhamnmadiyah 2 Jemundo Sidoarjo has increased, seen from the completeness of students' learning which rose by 41.18%. This improvement is due to the second cycle students that are already familiar with the cooperative learning model with improve type and at the beginning of the second cycle meeting the researcher first gives an explanation of the material being studied, so they understand more about the subject matter. As for the improvement in learning achievement cognitive aspects can be seen in Graph 5.4 and more can be seen in the appendix.

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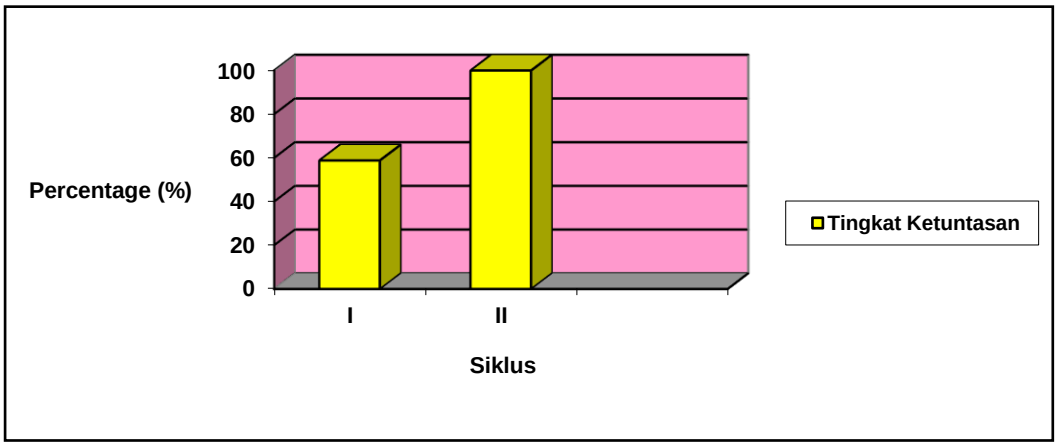


**Graph 5.3**
**Acquisition Completeness of Students' Learning Achievement in the Cognitive Aspects of Cycle I and II**

From the tests that have been carried out it appears that there is a change in students' attitudes, this can be seen from the recapitulation of the affective aspects of learning achievement questionnaire tests that have been given. Descriptions of students' affective assessment data during the cooperative learning model with improve type process are presented in Table 5.2 and Graph 5.3 below. The complete data can be seen in the attachment.

**Table 5.2**
**Data on Students' Achievement Assessment of Affective Aspects**

| Test Questions | Percentage in each cycle | | Percentage Increase Rating in each Question |
|---|---|---|---|
| | I | II | |
| 1 | 78.24 | 88.82 | 10.58 |
| 2 | 80.59 | 91.76 | 11.17 |
| 3 | 76.47 | 94.71 | 18.24 |
| 4 | 72.35 | 90.59 | 18.24 |
| 5 | 69.41 | 91.76 | 22.35 |
| 6 | 71.18 | 100 | 28.82 |
| 7 | 62.35 | 91.76 | 29.41 |
| 8 | 81.76 | 94.71 | 12.95 |
| 9 | 73.53 | 88.24 | 14.71 |
| 10 | 87.06 | 98.82 | 11.76 |
| 11 | 68.82 | 88.82 | 20 |
| 12 | 73.53 | 93.53 | 20 |
| 13 | 58.24 | 94.12 | 35.88 |
| 14 | 89.41 | 95.88 | 6.47 |
| 15 | 70.59 | 82.94 | 12.35 |
| 16 | 78.24 | 90 | 11.76 |
| 17 | 71.76 | 90.59 | 18.83 |

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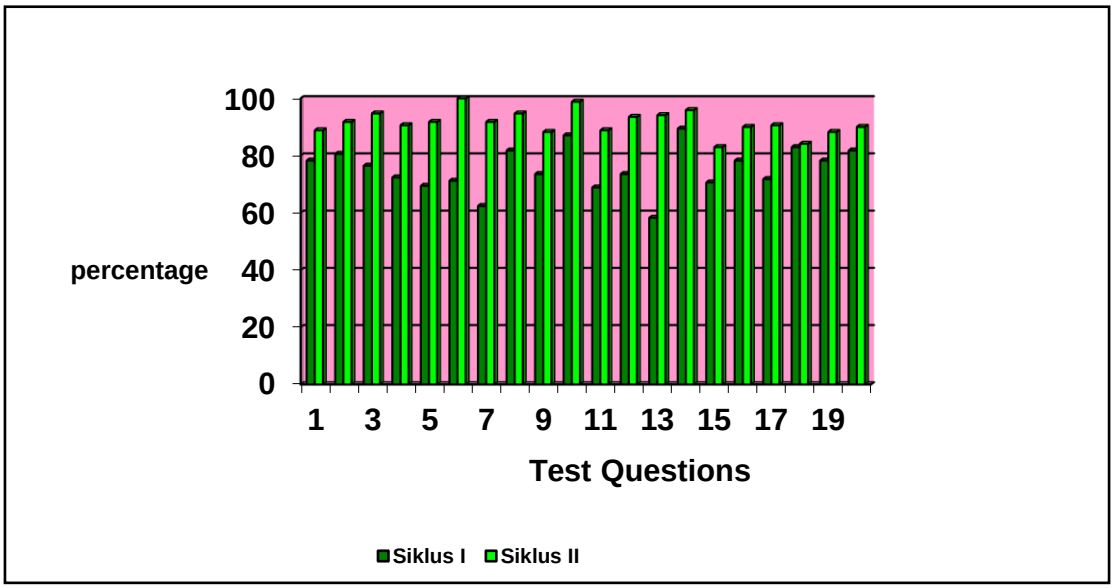
| | | | |
|---|---|---|---|
| 18 | 82.94 | 84.12 | 1.18 |
| 19 | 78.24 | 88.24 | 10 |
| 20 | 81.76 | 90 | 8.24 |
| Average Score | 75.32 | 91.47 | 16.15 |
| | | | |

Explanation:

- *SS : Sangat Setuju = Skor 5*
- *S : Setuju = Skor 4*
- *R : Ragu-ragu = Skor 3*
- *TS : Tidak Setuju = Skor 2*
- *STS : Sangat Tidak Setuju = Skor 1*




**Graph 5.4**
**The Improvement of Learning Achievement Test Scores on Affective Aspects Cycle I and II**

Based on Table 5.3, it can be seen that in the first cycle there is one student who disagrees and four students are hesitant to take *PAI* lessons on Understanding and Marriage Law material, in line with that, in the second indicator there are 9 students hesitating to feel disadvantaged if they do not follow the lessons and in the 3rd indicator there are 3 students disagree and 3 students are hesitant to feel happy in participating in the *PAI* Lesson on Understanding and Marriage Law material, because they are less enthusiastic about taking the lessons and the first time they follow this learning model so it can be said that the new model was first applied.

In the 4th indicator there are four students who do not agree to try to work on the *PAI* assignment on Understanding and Marriage Law material, this shows that their seriousness is still not optimal. This pattern is caused by students not being accustomed to doing their own activities in the learning process. They are more dependent on the teacher, because of the increasingly inherent learning with the lecture method.

In line with that in indicator 5 there are nine students who do not agree to try to understand the *PAI* lessons on Understanding and Marriage Law material, this shows that students are still reluctant to try to optimize their understanding abilities.

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So they feel one day the teacher will definitely repeat the explanation that has been given, to strengthen their understanding and memory.

From the questionnaire we can also see that in the 6th indicator there are fifteen students hesitant to ask the teacher if there is material that has not been clear and in the 7th indicator there are three students who disagree and twenty-five students are hesitant to work on the *PAI* practice questions on Understanding and Marriage Law material, this shows there are still some students who rely on the duties and responsibilities held to other friends in one group.

From the questionnaire we can also see that in the 8th indicator there are two students hesitant to discuss the material Definition and Marriage Law with friends, because they assume the teacher will certainly explain in detail the material so that students do not need to discuss with other students.

It can be seen in the 9th indicator there are also twelve students hesitant to have *PAI* textbooks. In line with this we can see in indicator 10 there are also 2 students who disagree and 1 student who strongly disagrees with taking *PAI* subject and group with classmates.

Likewise, in indicator 11 there are twenty-four students who are hesitant to apply learning with real life because they may have difficulty in analyzing problems to then relate them to the material being studied.

In the 12th indicator there are three students who do not agree to look for library materials about the subject matter in the library. From this it can be seen that these students are more likely to learn through the information provided by the teacher through notes in class and are lazy to go to the library or buy / have a companion book.

In the 16th indicator there are two students who disagree if the cooperative learning model with improve type is repeated again in other discussions. In addition to that in the 13th indicator there were twelve students who answered disagreed with statements which is stating that learning by lecture was boring.

In the 14th, 17th and 18th indicators there are four students who expressed doubts that the cooperative learning with improve type made students like the *PAI* subjects and nineteen students were doubtful if the cooperative learning with improve type was applied to other subjects. This kind of student usually still tends to have difficulty in understanding the material using the cooperative learning model with improve type and prefers the lecture method.

In the 15th indicator there are four students who answered disagree that the cooperative learning model with improve type can increase courage in expressing opinions. In the 16th indicator there are two students who disagree if the cooperative learning model with improve type is repeated again in other discussions.

In the 19th indicator there were nine students hesitated if the type of cooperative learning model with improve type would improve students' enthusiasm in learning, this might be the students were not accustomed to use the learning model. In the last indicator, which is the 20th indicator, there are eight students who doubt that the cooperative learning model with improve type is appropriate with wishes, because these students might be familiar with the lecture model and only listen to the teacher's information without being active in the learning process.

In Graph 5.4 it can be seen that in the second cycle most students agreed and were very agree with the test questions that were given to the cooperative learning model with improve type. This shows that students gave a positive response to the

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application of the cooperative learning model with improve type in *PAI* subjects with the subject of Marriage (*Munakahat*) in learning activities in class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo.

The third aspect of learning achievement is psychomotor. In cycle I the learning outcomes of the psychomotor aspects of students are generally quite good, but there are some things that need to be trained on students further and in depth. In the first cycle the assignments collected by students were still relatively simple, incomplete and not in accordance with the instructions given by the teacher in terms of formulating and giving hypotheses. Other deficiencies also appear in the conclusions of students who are not yet at the core of the intended learning.

In the first cycle there were students who disturbed other friends by making noise while the lesson was taking place, besides that the activeness of students to ask questions was still low and the presenter group also had difficulty answering questions from other groups. In the first cycle, the average percentage of psychomotor aspects of learning achievement was 89.54%.

In second cycle the learning achievement of students' psychomotor aspects was 91.47%. The results of this analysis indicate that psychomotor aspects of students' learning achievement are rated very well. This is because in cycle II they have begun to take responsibility for completing their assignments and understand the assignments given by the teacher. Psychomotor aspects of learning achievement increased by 1.93%, from 89,544% in the first cycle to 91.47% in the second cycle. The increase in learning outcomes of psychomotor aspects can be seen in Table 5.4 and Graph 5.6.

More can be seen in the attachment. The description of the psychomotor assessment data of students during the process of the Cooperative Learning Model with Improve type in Cycle I and II is outlined in Table 5.3 and Figure 5.5. The complete data can be seen in the attachment.

**Table 5.3**
**Data on Learning Achievement in Psychomoor Aspects Cycle I dan II**

| **Indicators** | **Percentage Tiap Siklus** | | **Percentage Increase In each indicator** |
|---|---|---|---|
| | **I** | **II** | |
| Students' attendance | 95,59 | 100 | 4,41 |
| Active in class | 79,41 | 92,65 | 13,24 |
| Completeness and quality of report content | 71.32 | 100 | 28,68 |
| Timeliness of collecting assignment | 100 | 100 | 0 |
| Report neatness | 100 | 100 | 0 |
| **Average** | 89,26 | 98,53 | 9,27 |

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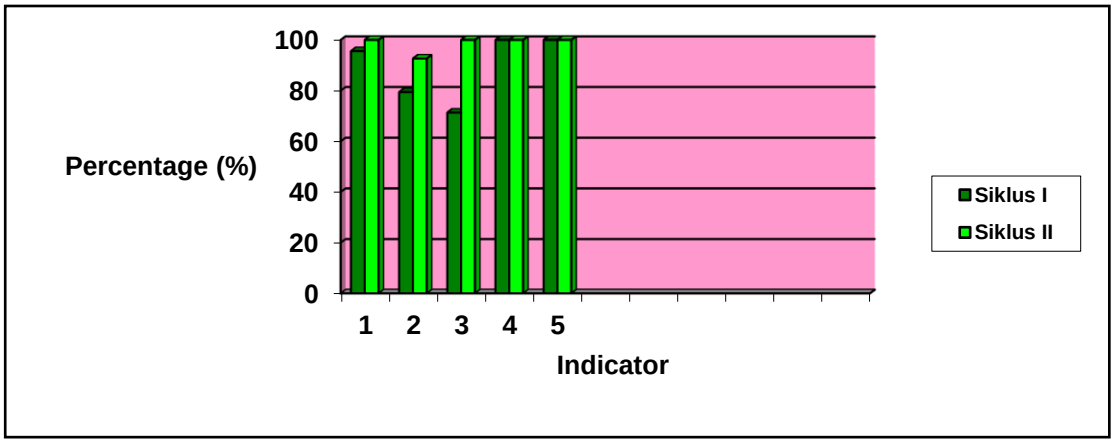


**Graph 5.5**
**Average Psychomotor Value of Students in Cycle I and II**

From Table 5.3 and Figure 5.5 it can be seen that there was an increase in the learning achievement of psychomotor aspects from the first cycle of 86.52% to 95.47% in the second cycle. Thus the average value of the affective aspects of students for all indicators increased by 8.95%.

Overall, learning achievement of first grade students of *SMK* Muhammadiyah 2 Jemundo Sidoarjo can be improved through the cooperative learning model with improve type, this can be seen that all three aspects of learning achievement have increased. Basically the three learning achievements above cannot stand alone, but are related to each other.

The increased of student response is because of many students who think that the lecture method is boring, besides that through the application of this method they prefer to discuss about the material being studied with classmates. Therefore, through the application of the cooperative learning model with improve type in *PAI* subjects can improve students' learning activities, students' achievement and students' responses in following *PAI* learning in class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo.

## D. CONCLUSION

From the results of the analysis and discussion, it can be concluded that:

1. Cooperative learning model with improve type suitable to be applied to *PAI* subjects in class I *SMK* Muhammadiyah 2 Jemundo Sidoarjo with the subject of Marriage (*Munakahat*). The application of learning using the cooperative learning model with improve type can be carried out well, as evidenced by an increase in each cycle.
2. The application of the cooperative learning model with improve type can improve the learning activities of Grade I students of *SMK* Muhammadiyah 2 Jemundo Sidoarjo. This improvement indicator is shown by the percentage of all indicators contained in the observation guide sheet of students' learning activities observed from cycle I and cycle II.
3. The application of the cooperative learning model with improve type can improve the learning achievement of Grade 1 students of *SMK* Muhammadiyah 2 Jemundo Sidoarjo.

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